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INFORMATION REPORT

PREPARED AND DISSEMINATED BY

CENTRAL INTELLIGENCE AGENCY

COUNTRY

Hungary

SUBJECT

Educational System

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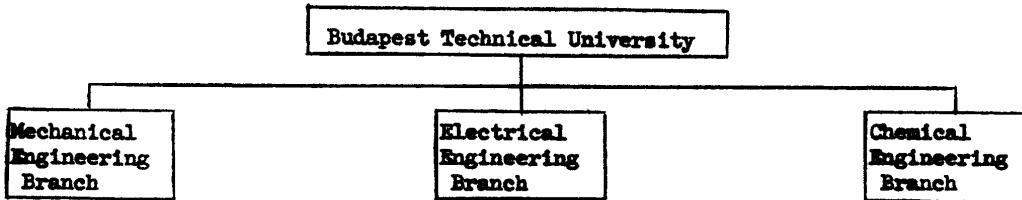
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THIS IS UNEVALUATED INFORMATION

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1. GENERAL. [REDACTED] the Jozsef NADOR Technical and Economic University in Budapest, Hungary [REDACTED] was reorganized into two separate institutions: the Budapest Technical University (Budapest Muszaki Egyetem) and the Industrial Construction Technical University (Epito Ipari Muszaki Egyetem). The following are organizational charts for each:

ORGANIZATION OF THE BUDAPEST TECHNICAL UNIVERSITY



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Each of the above branches or "arms" had subordinate departments or institutes. There were a total of 69 such departments or institutes in the Technical University in 1956.

USAF review completed.

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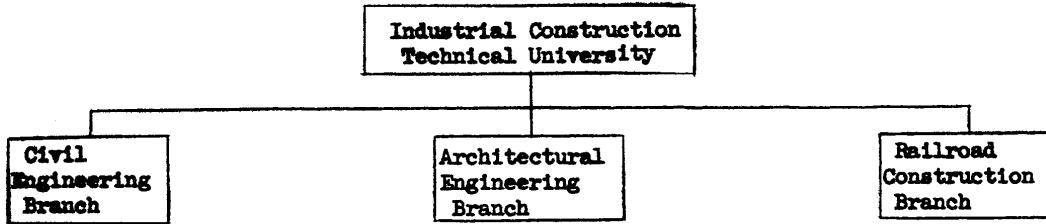
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ORGANIZATION OF THE INDUSTRIAL CONSTRUCTION
TECHNICAL UNIVERSITY

Each of the above branches or "arms" was functionally divided into departments or institutes. For example, the Civil Engineering Branch was concerned with such matters as design of iron and concrete frameworks, foundations, and calculation of ground stress.

2. PATTERN OF EDUCATION. Generally, the school system in Hungary was broken down according to the following age brackets:

- a. 6 years to 14 years - elementary or general school
- b. 14 years to 18 years - middle school
("gimnazium" and "technikum")
- c. 18 years to 23 years - university

EDUCATION DEVELOPMENTS FROM 1949 to 1956

3. Under the Hungarian educational system prior to 1949, the "gimnazium" was the middle school for the higher branches of education or, in other words, a preparatory school for the universities. After the Communists assumed power, however, this system was changed so that a student who had completed any type of middle school could be a candidate for further university training. With this broadening of the educational foundation, the Communists created a vast number of new "technikums". These "technikums" provided training in a wide variety of trades such as cooking, printing, leather work, and various aspects of farming. On the surface it would appear that this broadening of the educational system would result in greater educational opportunities for all, and thus a more efficient and productive educational system. Actually this was not the case. With the creation of many new "technikums", the "gimnazium" student found it extremely difficult to get into a university and ultimately to get a good position, because he was literally "frozen out" by the preponderance of "technikum" students.

4. Prior to 1949, students who graduated from middle schools were not required to take entrance examinations in order to receive higher educational training. Students were selected for the universities on the basis of middle-school diplomas. Generally, a student with less academic proficiency would not be selected for university training over a student who had achieved a higher academic standing, even though both possessed a middle-school diploma. After 1949, the Communists introduced a system of entrance examinations. Ostensibly entrance examinations were a step in the right direction, but in practice the system was aborted by the Communists themselves. Under the educational system inspired by the Communists, the middle-school graduation diploma was generally not a prerequisite for university admission, although the requirement for a diploma was reinstated to a large extent during 1955 and 1956. It also became

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possible for a student to enter a university after successfully completing an elementary or general school and so-called "matriculation" courses of only a few months' duration. Examinations in many instances, even though prepared and conducted by university professors, were not used as a basis for admittance. The overriding factor was the Communist desire to place students in higher institutions on the basis of parental origin rather than on academic qualifications. The categories of "parental origin" and the percentage figures in each category, which were used by the Communists as a guide in selecting university students, were as follows:

- a. Worker origin: 30-40 per cent
- b. Peasant origin: 25-30 per cent
- c. Intelligentsia origin: 15-20 per cent
- d. Employee origin (clerks, railway, postal service, and other public servants): 10-15 per cent
- e. Others (small craftsmen, merchants, and independent occupations): 5-10 per cent
- f. Class-alien*: limited number of very exceptional students

5. As a result of the expansion of the "technikum" type of schools, the over-all efficiency of such schools was materially decreased. One notable exception was the Kando Kalman engineering "technikum". This "technikum" is 80 to 100 years old and still [May 1958] enjoys an excellent reputation. Generally the "technikums" were unable to provide an adequate program of instruction in the fields of chemistry, mathematics, and physics. This was due to an increase in the number of "technikums" with no corresponding increase in teachers. Many of the "technikums" which were created were also exceedingly bad from an organizational standpoint. Often students attending "technikums", and particularly agricultural "technikums", could hardly read or write. The Communist government used many "technikum" graduates on important engineering projects and in other professional fields where a much higher degree of skill was required (more skill than the graduates so used possessed).
6. In Communist Hungary, the majority of students wanted to be engineers because, in general, engineers enjoyed a higher position and had a higher income level in the society. Electrical engineers, in particular, enjoyed a very special position in Hungary and, as a result, the Budapest Technical University had an excellent curriculum and always had four to five times more students desiring admittance than it was possible to accommodate. In the electrical engineering branch of the Budapest Technical University, approximately 200-300 new students were admitted each year. Since 1949, of the 200-300 students selected each year for university training in electrical engineering, approximately 70-75 per cent were graduated. The emphasis on electrical engineering has become increasingly evident since World War II. In the Budapest Technical University, the quality of the faculty and the caliber of instruction has been steadily improved, and the electronics program has become more important. Individuals of Jewish extraction who had been trained in electronics many years ago in Hungary, Switzerland, and other countries, and who had been previously barred from teaching, were utilized in the electronics field in increasing numbers. Engineering students usually applied themselves very diligently, since the Communist system granted many more privileges to engineers and scientists, i.e., they were paid considerably more and enjoyed far greater freedom. Consequently, the percentage of graduates in the engineering and medical fields was higher than before the Communists came into power. [redacted] an engineer and deputy chief of the High Vacuum Laboratory, was paid 10 times as much per month as was the lowest class of laborer.
7. Prior to 1949, universities had enjoyed autonomy in educational matters. After 1949, however, this autonomy was gradually taken away from the faculties and students and, in many cases, deans and professors became nothing more than puppets of their Communist educators. University curriculums were no longer determined by the universities, but instead by the government. The freedom enjoyed by students and professors was drastically curtailed, and the whole educational system became embroiled in an air of suspicion and distrust. After 1953 the Communists, in apparent realization of their mistakes, began to lessen their

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influence in the universities. More and more non-Communist educators were permitted to become active in the educational field. The process was very gradual, however, and was insufficient to satiate the demands of the faculty and students at the universities. As a result, in October 1956 the demands of students and faculty for greater freedoms in a large part precipitated the revolution. As an interesting sidelight, [redacted] to many of the students the revolutionary prelude was a very spontaneous affair. For example, some of the students [redacted] merely asked if it would be possible to be excused from their classes for a short while so that they could attend a meeting to be held at the Jozsef Bem statue in Budapest. This passive attitude of the students was quickly changed into patriotic enthusiasm by revolutionary leaders at this and other similar meetings, and the revolution quickly developed.

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POST-REVOLUTIONARY DEVELOPMENTS

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[redacted] as the result of the revolution the Communist government would be reluctant to exercise undue influence on the universities, even though they would like to step in again. The government did not invoke any stringent retaliatory measures on the universities after the revolution, even though many of the professors and students were members of revolutionary councils.

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[redacted] the most serious consequence of the revolution, as far as the Technical University was concerned, was the loss of some qualified professors and a considerable number of engineering students. Such losses may result in a lack of qualified personnel to hold the educational system together. For example, if an institute lost its chief scientist who was subordinate to a Communist director, the continuity of training would be interrupted in spite of the fact that the director was retained. As a lesser effect, the entire program of university instruction was interrupted throughout Hungary for a period of from three to five months.

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